DOCUMENT RESUME

ED 370 826 SO 023 159

AUTHOR Dahawy, Bayoumi Mohamed
TITLE The General Aims of Educational Development -- A Comparative Prospect.
PUB DATE Jul 88
NOTE 12p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Comparative Analysis; Developmental Programs; *Educational Development; Educational Economics; *Educational Objectives; Educational Opportunities; Educational Planning; Educational Policy; Educational Strategies; Institutional Cooperation
IDENTIFIERS *Egypt; *India

ABSTRACT

The inconsistency between norms prescribed by international agencies and the educational strategies suggested to put these norms into practice has created problems as is evident in the case studies of India and Egypt and the general aims of educational development in these two countries. In Egypt a policy of basic education had the support of world agencies that maintain a strong concern for general education and training in specific skills. The concern focused on social issues rather than with an attempt to develop individual human potential. The educational strategy of basic education in Egypt has derived directly from UNESCO documents concerning educational development: (1) everyone has the right to education; and (2) the initial conditions of educational development should be within the society itself and not come from outside. The methods suggested were inconsistent with the norms prescribed. In India, the most active proponents for the cause of management education were those with previous exposure to management training abroad, and a conflict existed in the minds of the instrumental elite groups between wanting political, economic, and cultural independence and welcoming foreign assistance and institutional transfers. In both cases, the size of the grant and the importance to the recipient to a large measure determined the degree of influence a donor agency exercised over the recipient. (CK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 370 826

Title of the Paper:

The General Aims of Educational Development-A Comparative Prospect

Author's Name:

DAHAWY BAYOUMI MOHAMED

(Family name) (First neme) (Middl name)

Author's Position and Institution

Lecturer in Comparative Education

B.A, M.A., Ph. D in education

Faculty of Education,

Suez Canal University

Ismailia-EGYPT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

BAYOUMI M. DAHAWY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SO 023 159

BEST COPY AVAILABLE

A B S T R A C T

The General Aims of Educational Development-A comparative Prospect Problem and Methodology:

According to the "dependency' and "interdependency" theory in education, as demonstrated by most of the third world countries, there is inconsistancy between norms prescribed by International Agencies, and the educational strategies suggested by them to put these norms into practice.

These bodies like the World Bank and Unesco were presenting endogenous development and educational strategies which would meet the "Basic Needs" of the masses of the people of these countries, in terms of translating such norms into the institutional. However, they suggested methods which were in effect contradictory or inconsistent with the very norms i.e. "Endogenous Development"or "Development from within" that they had been prescribing.

It is the attention of this paper to examine this problem in Egypt and India through this methodology, in respect of the general aims of educational development in these two countries.

Dr. B.M. DAHAWY

Faculty of Education

Suez canal University

Ismailia- Egypt.

INTRODUCTION:

Duirg the past two decades, education in the third world has greatly expanded, giving rise to many important issues such as policy, planning, finance, decision making and aims of educational development. Therefore, to cover these movements, some less developed countres, in expanding their education systems, have emulated western academic-style systems and have increased their dependence whether on Western models directly or on some of the International Agencies(which curry on the western models) indrectly. Others have deliberatly avoided this path and have experimented with systems more "relevant" to development", often in a radical way. At a theoretical level, Marxist and neo-Marxist development theorists argue that education systems dependent on the West are evidence of economic dependency and confirmation of Marxist development theories,while others argue that the evidence suggests an interdependent world and that dependency theories do not apply in education.But someone could say, dependence and interdependence in education provides an intrnational prospective on educational dependency in considering both theories and actual developments throughout the world.(1)

PROBLEM AND METHODOLOGY:

If one examines educational developments in the third world during the past nearst years, it could be argued that there has been a degree of neo-colonial and metropolitan power influence. It could also be argued that many of the ideas and experiments have been politically neutral but pedagogically sound. Individual countries have adopted ideas from many parts of the world, Capitalist and Socialist industrially advanced and rural developing, and have used and modified them to fit their own local situations. It could also be argued, and this would certainly appear to be the case from the world Bank Education Sector Policy Paper,(2) that there has been a pooling of many ideas from different parts of the world as there has been concerted effort to maximise education's role in development and to improve the efficiency of existing education systems. Education systems reflect and respond to a whole range of social, econemic, political, religious and cultural influences in any given national and regianal context. To argue that these systems, at least at primary--level, and perhaps even at secondary-level, are very much dependent upon the metropolitan powers-is hard to prove in many circumstances, especially as over 90% of educational budgets are generated locally anyway. At tertiary level, where there are linkages with international tertiary level institutions, universites, polytechnics and research institutes, the argements for tangible neocolonial control and influence,as

opposed to a subtle or more incidental form of influence, can be more readily sustained. Even with the whole question of examination reform, however, as Lewin and Little show in their paper,(3) decisions to reform the examination structure at secondary level and then to return to a more internationally accepted form of examination were not taken because of external influences and for control, but because of "the internal voluntary Compliance with past precedents", a view shared by the vast majority of the population. (4)

The interesting point about the study of education, internationally however, is not that third world countries copy the metropolitan powers, but that many copy each other regardless of suggestions from the metropolitan powers; that even revolutionary societies such as China, or even Cuba, have rejected some of the more radical innovations in favour of a conservative thrust to ensure that basic education works. Above all, however, and this belies the applicability of dependency theory to education, but instead supports the argument in favour of the interdependence of nations, is that many educational trends and reactions, bandwagons and experiments, have taken place globally, often at about the same time often within a year or so of each other, in quite different mdependent social and political contexts, in both East and West, North and South. Educational ideas and practices have a universality about them which all too frequently transcend national barriers. (5)

According to the "dependency" and "Interdependency" theory in education, as demonastrated by most of the Third World Countries, there is inconsistency between norms prescribed by International Agencies, and the educational strategies suggested by them to put these norms into practice.

These bodies like the World Bank and Unesco and some other agencies were presenting endogenous development and educational strategies which would meet the "Basic Needs" of the masses of the people of these countries, in terms of translating such norms into the institutional. However, they suggested methods which were in effect contradictory or inconsestent with the very norms (I.e) "Endogenous Development" or " Development from within" that they had been prescribing. (6)

It is the inttention of this paper to examine this problem in Egypt and India, through this methodology, in respect of the general aims of educational development in these two countries.

Both countries were and still under presures to development their national systems of education to meet the basic needs for their people and to cope with the changing world surrounding them. Their wider expectation of achieving their aims of education were faced by the shortage of national resurcies. Therefore, it was so easily for such agencies to find their own way to plant their external ideas in the heart of the internal stratigic of these two countries.

Furthermore, there many good reasons for including in any general comparative study a particular study of India, not only as representing the Indian subcontinant or much of Asia, but also as representing mankind. The majority of manking still lives in 'developing countries', whose development unfortunately leaves tham further behind the 'developed' countries of the North and West with every passing year. Moreover, India also represents newly emancipated countries struggling to establish or maintain a national identity-a harmony of often conflicting interests in regional, cultural, ethnic, and linguistic loyalities. India is the very empitome of a multinational, multilingual, multicultural state. (7)

Egypt in its past and current Conditions have some semelarity to those of India.

EDUCATIONAL DEVELOPMENT: TWO CASE STUDIES:

The aims of educational of any particular country are derived from the socio-economic and political conditions prevailing in this country. These aims are defined by the laws and regulations that the educational authorities issue.

THE FIRST CASE STUDY: EGYPT;

In the case of Egypt, a major normative change, assoeiated with the expansion of aspirations in Egypt, was the introduction of education as a human right. This was not a recent innovation but attempts to universlise and make school attendence effectinely compulsory had not succeeded.

In proposing a new policy of basic education, the government had the support of the World Bank and other agencies which maintain a strong concern for general education and training in specific skills. Thus, its concern is social rather than with an attempt to develop the individual to his full potential. The emphasis is consequently different from that given to basic education by Gandhi.

The Education Sector Policy Paper (World Bank, April,1980) includes the following:

> "Education is regarded by the World Bank as a basic need, an 'instrument to help other basic needs'.... The involvement of the Bank in educational development in the past has contruluted to important educational improvement in modifying traditional methods, helping to increase local managment capacity, and providing an important acceptable source of funds". (8)

The principal aim of the Bank in lending for education is to assist its member Countries to develop their human resources, by bringing about educational change and expansion, and by achiving the technical capacity and experience they need to become genunely self-reliant and to design and manage educational development.

Moreover, most of the assistance of the Bank in Providing apportunities in basic education for the School- age Population is Concentrated on increasing or upgrading student places, teachers and physical resources in the formal system. Those countries that have low primary enrolment and work under severe financial conditions are encouraged to review and revise their educational Structure to meet the need for low-cost basic education. (9)

In Egypt educational policy is usually formulated in the light of general policy. The organizations responsible for educational policy and planning are: The National Council for Educational, Scientific Research and technology (NCESRT), the Ministerial Committee for Education, Scientific Research and Manpower, the Educational Committee in the People's Assembly and the National Centre for Educational Research. (10)

As a result of these proceses and presurers from these International Agencies, a normative change took place (1981/82) when basic education became,

> "A right for all Egyption children who are six years of age ... Basic education has as its aims to promote student's abilites and aptitudes to further their interest, providing them with the necessary values, behaviour, Knowledge, practical and professional skills, that will suit their various local enviromnents". (11)

In addition to educational policy adopted in Egypt as expressed in the Working Paper for Develeping and Innovating Education in Egypt

(September 1979) (12) takes,

> " Basic education to mean linking education with the environment within an integrated framework similar to Gandhi's proposed principles of basic education". (13)

Basic education is also considered as a means for satisfying the needs of a comprehensive development plan from the social, cultural and economic perspectives- Moreover it serves various production sectors, a trend which has also been applied in other developing Countries like India.(14)

The Ministry of Education designed a new educational policy which may be found in the 'Working Paper'mentioned above, which was later intensively studied by the popular, legislative, and executive bodies, and was approved in November 1980.

The paper introduced many new principles, most important of which are:

a) Translating the care given to 'Egyptian people' into specific plans to be undertaken by the educational system.
b) Introducing an educational structure with consecutive and integral stages.
c) Adopting the unified basic education formula for all male and female children until the age of 15.
d) Amalgamating the primary and preparatory education stages into one stage that extends for nine years after which the child may join the world of work.
e) Linking education with productive work. (15)

In spite of the inability to achieve Universal Primary Education from 6 to 12 in Egypt the state adopted the new policy of basic education which has extended the length of schooling from 6 to 15, although the primary education only managed to absorb approximately 4.3 million children representing almost 75 % of the total number of children in the age-group (6-12) in 1978/79, it still has about a million children in this age-group who receive no (formal) education. (16) In addition, primary education in its present form requires comprehensive development in adminstration, curricula , training methods, evaluation, teacher education and training so as to minimize wastage and drop-out levels and to link it with practical life in the various environemts.

Since these provisions were inadequate for a country the size of Egypt, the Ministry of Education accepted the offer of aid from Unesco/ unicef and the World Bank and at the same time adopted the new policy of basic education which was in Keeping with the recommendations of these bodies. They supported the implementation of this new policy in the academic year 1977/78, with money and equipment to cover the requirement. The new policy has already begun to suffer from shartage of human and material resources, inadequacy of practical training and inability both to detect pupils talents, aptitudes and inclinations and to guide or orientate them. (17)

Some Egyptian reject, this new policy, as they believe there is no difference between the old and new except a change in the name of the school. They argue that there is no improvement in school conditions particularly in cities where there is a shortage of buildings. Some schools may have recieved equipment but they are often unable to use it since there is no specialist or teacher capable of using it. Teachers were not trained on time to carry out the changes.

Throughout the unesco documents concerning educational development stress is laid on two important points:

a. Equity: everyone has the right to education.
b. Endogenous development: the initial conditions of this kind of deveopment should be within the society itself and not come from outside.

The educational strategy of basic education in Egypt in recent years can be seen as derived directly from this concept of development what is crucial to a general analysis of the themes of "dependency" and "interdependency" in education as demonstrated by the Egypt case is inconsistency between norms prescribed by international agencies and the educational strategies suggested by them to put these norms into practice.

At this level norms are "what ought to be the case". International agencies like the World Bank and Unesco were presenting Endoyenous development and educational strategies which would meet the "basic needs" of the masses of the Egyptian people, in terms of translating such norms into institutional. They suggested methods which were in effect contradictory or inconsistent with very norms (1.e.) "Enclogenous development" ... or "development from within" that they had been prescribing. (18)

THE SECOND CASE STUDY: INDIA;

In the case of India, the problem take place in the area of establishing the Indian Institutes of Management at Ahmedabad and Calcutta in the early 1960's. to meet the need for appropriately trained managerial development. As the University Education Commission pointed out soon after Independence,

> " If India is to become an effective industrial country,...business must be looked at as a professional and prepared for as thoroughly as any other". (19)

In spite of the assumption that the recipient countries-their participation in decision making processes is regarded as minimal, given their enthusiasm for institutional innovation in their academic systems. The case of Indian Institutes of Management in India suggests a different conclesion. This replication of American management model as exemplified in its most advanced forms at Harvard was a "collaborative process that both exporters and importers judged desirable and necessary if not inevitable. Only recently has the transferalility of these Western models been seriously questioned. (20)

Soon after Independence (1947), the need for appropriately trained managerial manpower as a vital input for the nation's plans for economic development received official recognition. (21) Further impetus in evolving siutable strategies was derived from Ford Foundation, India, under the leadership or Dr. Douglas Ensminger. The role of the Foundation in acting as a major "catylyst and broker" for the cause of munagement education has been clearly acknawledged. (22) Its promotional activity included the sponsorship of three major reports on the subject,(two American and one Indian), and its efforts were well rewarded as the year 1960 witnessed a considerable degree of enthusiasm in Indian official circles towards the idea of establishing postgraduate institutions offiering management edueation. This is however not to suggest that the Ford Foundation assumed major responsibility for the programmes in India. In fact, a closer scruting of related documentation as well as of correspondence reveals that it was at this point that the effective decision-making regarding strategic planning of these institutions was also removel from the hands of the Ford Faundation. As T.M. Hill Comments:

> " Badly stated, it wauld appear that, as regards the Ford Faundation's part in strategic planning, the pracess went"out of Control" in

BEST COPY AVAILABLE

Eventually, professor Hansen of Harvard Business School agreed to assume prefessional responsibility for the collaboration arrangements with the Indian Institute of Management at Ahamedabad (IIMA). Strategic decisions in the planning and establishment of Indian Institutes of Management, were clearly made through a process of active participation between doner agency, the Government of India and in the instance of the Indian Institute of Management (IIM), the local industrial elite.The limited recognition of this process in the literature on educational dependency and neo-colonialism has been well documented and needs little further elabaration.

It is possible to argue that dependency theory does take into account the significance of the elite groups but suggests that their responsiveness to innovative ideas from the Metrople is conditoned by their previous trainning, value-orientations and prospects of economic benefit to be gained through closer ties with the centre.

While it cannot be denied that the nost active proponents for the cause of management education in India were those with previous exposure to management trainning abroad, and that Vikram Sarabhai and Kamla Chowdhury-the two leading figures in the initial period of the establishment of the Ahmedabad Institute-had previous connections with Harvard University this simplistic explanation is not adequate. It allows no recognition of the ambivalence or the conflict in attitudes in the minds of the instrumental elite groups, who, while on the one hand clamoured for political economic and cultural independence, on the other hand welcomed eagerly foreign assistance and institutional transfers.(27)

CONCLUSION:

It is a clear evid ence from the given infermation in both case studies, that the degree of influence a donor agency is able to exercise over the recipient is determined in large measure by the size of the grant, and its importance to the recipient. Often a grant is accompanied by some conditions which the recipient has to fulfill, and often these stipulations allow the donor agency to closely monitor and even direct the course of action adopted by the recipient. In the case of Ford Foundation's Indian affair, it would be fair to say that the measure of influence it exercised was proportionately greater than the funds provided by it. This was more true in some cases than in others. For example, in the case of Indian management institutes, while the contribution of Foundation funds in allowing these institutions to become centres of excellence has been inportant, it should be recgnized that the bulk of the capital, as well as the recurrent expenditure of these institutes, has come from the Centre and State Governments of India.

Despite the strong initial dependency well acknowledged in the IIMC, the absence of formal linkages as well as of reduced foreign assistance, as well as a gradual and growing consciousness within the institute of the importance of "indigenising" management materials and techinques, seems to indicate a significant shift towards independence.

In General, someone could argued that the Western Educational model may or may not useful to the third world development, as it derives from the International world of Capitalist, which its autputs of indivduals and manpower are not able to meet the requirements of their societies, and this is the main issues of the third world education today.

In the case of Basic Education Aims and Strategy in Egypt, inconsestent and Contradiction between the national policies-whether the previous or the new attempets to find out the suitable form of education for their masses of the population as a result of noticable Shortage of

resources-and the outer policies, still remain, The outcomes of that,is the less developed of the adopted policy of basic education, which in favour of these decision makers or dealers representing the mentioned International Agencies.

REFERENCES:

1 WATSON,K., (Editor), Dependence and Interdependence in Education International perspectives, the British Comparative and International Education Society, Groom Helm Ltd., 1984,PP. 1-6.

2 World Bank, Education Sector Policy Paper,Washington,1980,PP. 12-13.

3 LEWIN, K. & LITTLE, A., "Examination Reform and Educational Change in SRI LANKA, 1972-1982: Modernisation or Dependent Underdevelopment? ",Dependence and Interdependence in Education, Op. Cit, PP.47-89.

4 WATSON, K., Dependence and Interdependence in Education, OP. Cit., PP. 4-5.

5 Ibid., P. 6.

6 SANCHETI, N., "Institutional Transfer and Educational Dependency: An Indian Case study", Dependence and Interdependence in Education, OP. Cit., PP. 108-109.

7 KING, E.J., Other Schools and Ours: Comparative Studies for Today, Fifth Edition, Holt, Rinehart and Winston Ltd., London, 1979,P.396.

8 World Bank, Education Sector Policy Paper, Op. Cit, P. 86.

9 Ibid., P. 88.

10 Ministry of Education (A.R.E.), Education in Egypt, National Centre for Educational Research publication, Cairo, 1979,PP. 16-17.

11 Minstery of Education (A.R.E.), Law No. 139 of 1981, Articles Nos. 15 and 16, Ministry publication, Cairo, 1981, P.9.

12 Minister's Office, Working Paper on Developing and Innovating Education in Egypt, National Centre for Educational Research publication Cairo, 1979, PP. 12-19.

13 GANDHI, M., Basic Education, Nauajivan Publishing House, Ahmedabad--14,1951,PP. 42-43.

14 Second All-India Educational Survey, National Council of Educational Research and Training, New Delhi, 1967, P. 4.

15 Ministry of Education (A.R.E), Developing and Innavation Education in Egypt: Plans and Programmes of Achievement, Ministry Publication, 1980, P. 35.

16 Minister's Office, Working Paper, Op cit, P. 62.

17 Ibid, P. 62.

1960 when the Gavernment of India took over the initiative.. After five years of acting as salesman for the idea, the Ford Foundation was effectively stopped from reverting abruptly to the traditional role of financier. (23)

As a consequence, the Ford Foundation's plans for assisting on major national institute in Bombay were swiftly transformed into proposals for the establishment of two institutions, one in Calcutta and the other in Ahmedabad.

Patterns of decision- naking regarding choice of institutional collaborators, varied in the two Institutes. Specific circumstances in the Indian Institute of Management, Calcutta, contributed to the relatively unopposed acceptance of the Sloan School of Management as the institutional collaborator. In Ahmedabad, the situation was Completely different. Here the case for professional management was espoused strongly by the local business community, and in particular by a leading industrialist, Vikram sarabhai Of particular interest is his uncertainty regarding the Ford Foundation's wish that the University of California at Los Angles, be involved in collaboration arrangements for the institute to established in the Western region. Sarabhai Pavoured the idea of either institutional Collabaration with Harvard Business School or with a consortuim of American Universities, renowned for their business schools. In a letter to R.E. Culbertson of the Ford Foundation, he emphasised:

" Harvard is an obvious leader in this field and since a proposition was never explicitly made to it, this was done. I was actuated as much for the sake of the new institute as from a conviction that only institutions recognised in the U.S.A. and internationally amongst the leaders in the field could effectively carry abroad the image of U.S.A. managment education at its best".(24)

A diplomatically astute letter then, anaking it quite clear that the Indian elite were willing to import nothing but the most prestigious of models from abroad. The pressure from the Ford Foundation to accept the University of California at Los Angles (U.C.L.A.) Collaboration remained Strong. That it was couched in no uncertain terms is clear from coleman's letter to Sarabhai:

" As I have indicated to you before, all of the Ford Foundation's plans for aid to the Indian Institute of Management ... are predicated on the asumption that U.C.L.A. will be involved. We hope that you as a representative of the Ahmedabad business community, will be prepared to assure U.C.L.A. of a warm welcome there. If Dean Robbins is not assured of such a welcome, it seems unlikely that he will want to participate and the Foundation's part of the plans for this one Institute will be in danger of Collapsing".(25)

Despite the pressure and persussion from the Ford Foundation, Sarabhai, and under his influence, the local industrialist community as well as key gavernment personnel, remained unwilling to accept the U.C.L.A. proposal. The Chargian caused by this refusal in the ranks of Ford Foundation's personnel is evident from Coleman's letter to thomas Hell:

" We (still) view with much dismay the manoeuverings of Sarabhai",..
" His continuing attempts to get either Harvard or a consortium of.. business schools... is increasingly embarassing". (26)

18 DAHAWY, B.M.,"A view of Basic Education in Egypt and its Problems", Faculty of Education Journal, No. 10, Issued by Faculty of Education, Ain Shams University press, 1986, PP. 5-6.

19 Report of the University Education Commission (December 1948-August 1949), Ministry of Education, Government of India, 1962, P. 277.

20 LAURENCE, D. & Others (Eds), Education and Training for Public Sector Management in Developing Countries, Working Paper, Rockefeller Foundation, New york, 1977, P. 43.

21 SANCHETI, N., "Institutional Transfer and Educational Dependency", Op. Cit, P. 109.

22 HELL, T.M. & Others, Institution Building in India-A study of International Collaboration in Management,Education, Harvard University, Graduate School of Business Administration, Division of Research, Boston, 1973, PP. 46-47.

23 Ibid., P. 50.

24 SANCHETI, N., OP. Cit., P. 110.

25 Ibid., P. 110.

26 Ibid., P. 110.

27 Ibid., P. 111.